sage we may compare also *P. L.* IV, 355, "The stars that usher evening rose," which has a close parallel in *Aeneid* IV, 352, "quotiens astra ignea surgunt." Here, of course, the literal meaning might be defended, but the sense "came out" is at least truer to the phenomenon than the sense "emerged from below the horizon," and the point is likely not to have escaped observation by so close a scholar as Milton.

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BRIEF MENTION

English for the English: a Chapter on National Education, by George Sampson (Cambridge, University Press, 1922). This is the third impression of a little book (vii, 112 pp.), first issued a year ago. The approval of the booklet is justified by the author's mature judgment and by his mode of expression, which is direct and effective and enlivened by the graces of an entertaining but deeply serious mind. Something of the style of his convictions and of his manner of expression may be at once indicated by the following citations: "How can it be pretended that education has any specific application to tasks in which there is no need for intelligence? The lift-man would work his switch no worse if he were quite illiterate and no better if he were a doctor of science. It is not as a lift-man that he is worth educating, but as a man. . . . . You cannot educate children above their station, for you are educating men and women; and in this world there is no higher station" (pp. 6-7). And more specifically: "I think it is fairly safe to say that the worst science teaching, or French teaching, or geography teaching, or indeed any other kind of teaching, is never quite so bad as the worst English teaching and never quite so common" (p. 73). "The only compositions that can be corrected are those that least need correction" (p. 56). And let this be considered: "If there is one thing more pleasing and wholesome than anything else in the boy, it is his entire disregard of first principles and his refusal to behave (in bulk) like the hypothetical Child of the educational treatises. That is what troubles young teachers: they have been led to expect The Child, and they encounter children" (p. 57). We are reminded (p. vi) that the author writes with "the convictions of a teacher who has been engaged in elementary work for twenty-five years, and who feels more certain with every added year that the present elementary system is a failure and needs re-orientation." To this is added the philosophic conviction: "I believe that the great purpose of education is not to make people *know* something but to make

people *be* something,"—a purpose that is not, in his judgment "at present fulfilled by our schools." Mr. Sampson is writing exclusively concerning the schools of England. That is an advantage to the American educator. It must help him to gain a surer hold on the universal validity of educational principles. In this connection one is impelled to record the report that Lord Haldane, speaking several months ago at the University of Manchester, defined education as "the progressive liberation of the inmost potentialities of man." The underlying thought, in agreement with Mr. Sampson's teaching, is that the true purpose of education holds its processes together in organic unity from the lowest forms up into the University. Now, Mr. Sampson finds the elementary teachers officially hindered in their true function: "I believe that the recommended interest of teachers in the 'science' of education—in "psycho-analysis' (imported from Germany), in 'tests of intelligence' (imported from France), and in 'experimental psychology' (imported from America)—means excessive concern with the heads of children and no concern for their souls."

Mr. Sampson's preliminary chapters deserve thoughtful attention. The true function of the elementary school is earnestly discussed, and a fearless attitude is taken toward the new psychology, so far as it tends to divert the teacher's mind from the business of teaching to that of collecting data for the science of education. Psychology "can and should assist the teacher, but it must not obsess the teacher." And in a fresh and enthusiastic manner the fundamental importance of early and persistent training in the effective use of the vernacular language is affirmed. The expression is at times notably effective: "The tragic position in the elementary school is that *English cannot wait.* Other subjects can, and yet it is to them that our chief efforts are directed" (p. 23).

English as a school-subject (but with special reference to the elementary schools) is methodically treated in "A Programme," the principal division of the book (pp. 40-95). Six aspects of the subject are taken up in order. (1) Standard Speech, which must be the language of the schools. This "need not be fatal to local idiom," but "the English boy has an indefeasible right to the King's English." There must in due time be instruction in the use of the speech-organs: "a teacher of speech untrained in phonetics is as useless as a doctor untrained in anatomy." (2) The second topic is "talk-training," which is to mean that whatever subject be taught, it should be a subject "embodied in decent speech." To put the matter vividly: "the boy who slobbers out history in smears and messes of words, simply does not know his history, even if the facts he has emitted are correct." A general charge is preferred: "Less time is spent in school on the spoken language than on any other activity, and yet none needs more"

(p. 48). The close of this section, tho so obviously true, is too profoundly significant not to be quoted: "What can literature possibly mean to children whose habitual misshapen and untaught speech bears no resemblance to what they see in print? For them, in a sense, English literature is in a foreign language. To speech the rest can be added. Correct and lucid speech is not only an ornament and grace of life: it is one of the first and last necessities of corporate existence." The schools do not demonstrate in theory and in practice the philosophic conception of what is at once the most practical and the most fundamentally cultural subject.

The remaining aspects of English as a subject in the elementary school here considered are: (3) "Regular practice in the art of listening"; (4) "Systematic training in the art of writing" (pp. 51-75,—one of the longer chapters); (5) "Systematic training in the use of books"; (6) "The induction to literature (pp. 77-95,—also a long chapter). A "Conclusion" (pp. 96-109) and an "Epilogue" (pp. 110-112) follow and serve to drive home the arguments of the treatise by additional evidence, and to heighten, if possible, the pitch of the author's earnestness of purpose.

The American teacher will find Mr. Sampson's chapters profitable,—in many instances embarrassingly profitable, for they abound in frank but constructive reproof,—and will be especially grateful to the publishers for keeping the booklet in print. J. W. B.

Tassoni in Frankreich, by Erhard Schiffer. Berlin, 1915. 126 pp. Although published a few years ago, the thesis of Herr Schiffer is among those which, owing to the war, have only recently been received in this country. Though purporting to be an investigation of the influence of Tassoni in France, it is in reality a very one-sided and unconvincing piece of work. He has dismissed the discussion of the *Secchia rapita,* Tassoni's chief claim to fame, with a few pages in an appendix. He has put all the stress on the *Pensieri diversi,* a work manifestly not having much importance, for it was probably not translated into French and had no appreciable influence even in Italy. He has endeavored to show that the quarrel of the ancients and the moderns had its instigation in Italy, when everyone knows that the *querelle* was localized in France and was brought about by conditions entirely indigenous. Led astray by his conviction that Tassoni ought to have had some relationship in this controversy, he sets out to analyze the *Pensieri* and check up Tassoni's statements with those of the French theorists. Schiffer should have known that he would seek in vain for influence in those authors whom he discusses. It is not in the writings of Chapelain or Desmarets that one would expect to find any *rapprochement* with this mock-heroic epic writer of Italy. Where influence would probably be found is in writers such as

Scarron, d'Assoucy, Colletet, Cyrano de Bergerac, who created a rather formidable list of burlesque works in France. One seeks in vain in the thesis of Herr Schiffer for any new light on this subject.

In his introductory chapter Schiffer endeavors to show that Italian influence on the quarrel is deeply rooted. His quotations, however, are unconvincing and ill-chosen, for they deal with general critical theories and have nothing to do with the *querelle*. One finds cited only six investigators to support his claim of having found "numerous" assertions of the influence of Tassoni on the quarrel, and their statements are largely conjectural and therefore valueless. The conclusion is a splendid example of what a conclusion should not be. In his last paragraph he asserts that the *Pensieri* appeared at least fifty years too late to have had any new influence on French critics. One wonders why Herr Schiffer did not ascertain this before writing his thesis. R. C. W.

England and the Englishman in German Literature of the Eighteenth Century. By John Alexander Kelly, Ph. D. New York, Columbia University Press, 1921. 156 pp. Der Verfasser schildert in sieben Kapiteln: Physical Characteristics of England. Politics and Religion. Economic Conditions. English Culture. Customs and Manners. The British Character. Individual British Types. Er hat einen reichen Stoff fleissig und gewissenhaft zusammengetragen und damit ein brauchbares Nachschlagebuch geschaffen, das vielen Nutzen stiften kann. Leider sind neben der blossen Beschreibung die geschichtliche Einschätzung und die Kritik zu kurz gekommen. So hätte für die rechte Betrachtung sowohl der Anschluss mit dem 17. als auch mit dem 19. Jahrhundert gesucht werden müssen, damit das Besondere der betrachteten Zeit klar wurde. Auch wäre die eine oder andere geschichtliche Entwicklung, z. B. der Siebenjährige Krieg, zu erwähnen. Es ist sicher auch nicht zufällig, dass Archenholz zugleich der Geschichtsschreiber jenes Krieges und ein eifriger Student Englands war. Der Verfasser zitiert gelegentlich Raumer und noch lieber Theodor Fontane, aber der Zusammenhang mit seiner eigenen Darstellung ist gar zu lose. Bei der Erwähnung der englischen Gartenkunst (S. 37 f.) lag der Name von Fürst Pückler-Muskau ganz nahe. Die Bemerkungen über die Aufnahme der englischen Literatur durch die Deutschen des 18. Jahrhunderts (S. 39 ff.) gehen nicht sehr tief, nur manche Kleinigkeit besonders aus der *Allgemeinen deutschen Bibliothek* ist neu. Eine gewisse Vorliebe für den britischen Charakter verführt den Verfasser zu gelegentlicher Kritiklosigkeit (S. 29 u. 81). Im ganzen ist Kellys löbliche Zusammenstellung eine neue Anregung zu einer gründlicheren Erforschung des deutsch-britischen Verhältnisses im 18. Jahrhundert. F. S.